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ABSTRACT

Career Doors was a developmental project designed to develop motivational instructional materials that introduce and reinforce the connection between educational and employment decisions made by undereducated adults and to produce a variety of audio visual materials for use in existing Indiana adult education programs. Since the project was intended to present role models, actual adult learners were recruited from local learners to participate in two color filmstrips with accompanying audio tape cassettes (entitled "Reentry Women" and "Reentry Men") that dealt with participants' personal job search and employment experiences. Also developed was a teacher's guide for use in reinforcing the message of career doors with student viewers. First, the film "Reentry Women" was made and field tested at eight sites with 47 adult education students and 28 instructors. Because the comments concerning the film were extremely positive, the same basic format in storyline was applied to "Reentry Men." Based on the reactions of students and staff who viewed the filmstrips, the project was deemed successful. (Appendixes include job descriptions of project staff and the interview administered to filmstrip participants.) (MN)

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ED210479

FINAL REPORT OF

CAREER DOORS

FY-81-8080-P

A special demonstration project, funded by a grant from the Indiana Department of Public Instruction, Division of Adult and Community Education under Section 310 of the Adult Education Act, P.L. 91-230 as amended.

Fort Wayne Women's Bureau, Inc., Grantee

Monica Pugh, Project Director

June 30, 1981

CE030744

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ABSTRACT

PROJECT TITLE: Career Doors FY81-8080-P
GRANTEE: Fort Wayne Women's Bureau, Inc.
DIRECTOR: Monica Pugh
DURATION: October 1, 1980 - June 30, 1981

OBJECTIVES:

Career Doors was a developmental project which achieved two primary objectives.

1. Educational - To develop motivational instruction materials which introduce and reinforce the connection between educational and employment decisions made by under-educated adults
2. Operational - To produce two (2) master color filmstrips, four (4) master audio tapes, and one Teacher's Guide suitable for use in existing statewide adult education programs.

REPORT SUMMARY:

The final report describes the procedures used in product development, wherein adult education students participate as characters in the audio visual products. Field-testing was conducted to validate the methods used and the content of the products. Results indicated that current students were motivated by the filmstrip and teachers verified their willingness to use the products not only with students but with community groups as well. The operational objective was achieved. Each audio visual product focuses on a special target group--i.e. Re-Entry Women depicts four female students and Re-Entry Men depicts three male students. Each one lasts approximately ten minutes. A Teacher's Guide describes three followup paper and pencil exercises which can be used with students after viewing. The exercises reinforce the concepts presented by the characters in the filmstrips.

Duplicates of the master copies will be made during a subsequent project which will include product dissemination and teacher training.

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I. INTRODUCTION

Career Doors was a developmental project which produced instructional audio visual and print materials for use in adult education programs. The project goal was to develop materials which would motivate adult education students, the intended audience, to assume responsibility for developing their vocational and career plans beyond the traditional goal of GED/high school diploma completion.

A secondary purpose was to address the needs of Indiana's adult education practitioners for instructional materials that a) could be easily adapted into an existing curriculum; b) could be used with either individual students or a group of students; c) provided more than information about various careers as much of the career education material does; d) developed a topic which would be meaningful to adult ed students; and e) would be inexpensive to obtain and implement.

The request for proposal to which Career Doors was addressed solicited projects which would improve vocational and career counseling services for adult learners. The 1980-82 Indiana Adult Education State Plan had identified "vocational counseling as the highest priority support service for adults with limited

education." (Indiana State Plan 1980-82, p. 28) Surveys of current programs had revealed that few were offering specific counseling services related to employment. (Ibid., p. 32)

The educational focus of ABE is and should be on the basic skills that adults need in order to be functional members of society. However, beyond functional competency is the ability to be an active contributing member of society - supporting oneself financially and feeling confident about personal strengths. Counseling interventions at the prevocational stage should assist the student to assess problems and define expectations. The Career Doors format allows students to view how others have connected adult education with their personal and employment needs. The audio visual presentation of role models who relate their accounts of problem definition and goal setting is intended to motivate viewers to do the same. Follow-up exercises assist students to identify their barriers, their sources of support, and career or personal goals that they wish to accomplish.

Specifically, the objectives of the Career Doors project were:

Educational objective - To develop motivational instruction materials which introduce and reinforce the connection between educational and employment decisions faced by undereducated adults.

Operational objective - To produce two master color filmstrips, four master audio tape cassettes, and one camera-ready teacher's guide suitable for use in existing statewide adult education programs.

II. PROJECT DESIGN

This section is divided into three parts. The first part describes the activities performed to achieve the educational objective; the second describes the technical activities performed to produce the audio visual and print materials; and finally, a third subsection describes administrative activities.

A. Product Content

1. Audio Visual Products

Since the intention of Career Doors was to present role models, actual adult learners were recruited from local programs. Project staff recruited students

through teachers who identified several possible candidates. The criteria that we asked practitioners to apply when recommending potential students were: 1) students' ability and willingness to talk about their participation in adult education; and 2) practitioners' judgement that the candidates had either achieved or were about to achieve a self-defined measure of success. We were looking for positive role models who would not trivialize their efforts to overcome past academic or psychological barriers. For Re-Entry Women, four candidates were selected out of six possible. For Re-Entry Men, three candidates were selected out of eight possible.

Project staff contacted each student by phone to explain the purpose of the project and to arrange a time to meet with the students to discuss the procedure for developing the products. Although all of the students appreciated and respected the project's purpose, those who felt awkward about being photographed or taped declined the role of "role model" for others. Thus, the final selection of characters for both filmstrips was more a matter of self-selection than a rejection by project staff of several candidates. An underlying objective was to provide a range of characters who are representative of the adult education student population. We did not anticipate that Re-Entry Women would include

all middle-aged women; and Re-Entry Men would include all younger men. Fortunately, as discussed in the Results section of this report, the age issue did not present a problem with viewer identification.

After recruitment was completed, project staff designed a guided interview - a series of questions which solicited information about the characters personal and career experiences. (See Appendix) Copies of the interview were sent to each character before audio-taping so that they would have some time to think about their responses. We were striving for authenticity at the same time that we tried to put the characters at ease. They were cautioned to not write out responses and informed that the tone of the filmstrip and tape was informal and conversational. We asked them to assume that they were talking with other students who were facing many of the same barriers and opportunities that they had faced.

An audio taping session was held in which we simply proceeded through the guided interview with the characters responding in their own words. Based on their collective responses, the project director developed a script outline which covered the following main

points.

*identification of one symbolic door-slamming event (a personal, economic or academic barrier) experienced by each character

*description of reasons why each person decided to return to education (with an emphasis on any occupational choice)

*how they felt when returning to school

*their experience in looking for or obtaining employment

*positive expressions of self-image that they could connect with returning to school and achieving a goal that they had set for themselves

Each two hour tape was edited for specific comments relating to the above outline. The narration was then written by the project director to supplement and highlight the characters' comments.

The visual content relied heavily on the symbolic use of doors - closed doors to represent barriers; a variety of doors to represent individuality of choices and alternatives; open doors to represent opportunity; movement through doors to represent progress and change. Each character was photographed in a couple of different settings by the audio visual technical consultant. The project director selected slides and sequenced them to

correspond to the script development. Color graphics slides were suggested by the project staff and developed by the technical consultants.

The content of both the audio visual products was developed using the same sequence described above. However, Re-Entry Women was completed prior to beginning the same process for Re-Entry Men. The rationale was based on the need to solicit reactions from practitioners and students (ultimate users and viewers) about the content and format of one product so that modifications in design could be made before beginning the second product.

A preview evaluation form was designed to accompany the field-testing of the first product while it was in slide format. (A copy of the form is included in the Appendix). Career Doors: Re-Entry Women was viewed by approximately fifty persons who were asked to critique content and technical qualities. (See Results section for detailed description). The product content was received enthusiastically. Most viewers offered recommendations about minor technical changes which were made when the criticism was made by several viewers.

2. Print product

The Teachers Guide was designed by the project director after completion of both audio visual products. It is intended to provide practitioners with a method for reinforcing the message of Career Doors with student viewers. Three exercises are contained in the guide with directions for teachers about their use with students. The exercises help the students to identify their personal barriers; to identify their sources of support; and to set one realistic goal. The format and content of the exercises are visually and thematically connected to the Career Doors filmstrips. As a follow-up activity, the exercises will make the use of Career Doors in classrooms instructionally valuable because they link the past experiences of the characters with the present experiences of current students.

The guide also contains other suggested uses for Career Doors (recommendations which resulted from the field-testing activities), the complete scripts of both tape cassettes, and a resource listing of related career materials.

B. Technical Considerations

The actual production of the master filmstrips and the tape cassettes followed a long sequence of steps.

Some were simple and straightforward. Others were more time consuming and complex than was originally anticipated. The expertise of the project's audio visual consultant was heavily relied upon for the following steps:

*audio taping of guided interviews

*graphic visuals development

*photography

*audio taping of narration

*audio mix of narration with edited interviews

*synchronization of visuals (slides) with audio tape

*conversion of slides to filmstrip

*recommendations about product packaging

The inclusion of original music was accomplished by hiring a consultant to compose and perform background instrumental music. The music is meant to subtly reinforce the characters statements and the overall tone of the product.

Narrators for both products were contracted to deliver a professional presentation highlighting the characters' accounts.

Graphic arts assistance for the Teacher's Guide and the product packaging were secured using the audio visual technical consultant and a graphic artist.

One of the problems we faced in the technical pro-

duction process was clarity of characters' statements throughout the product. Several re-mixes of the narration, music and interviews were made. At one point, the suggestion to contract with professional actors was considered so that we could improve the audio articulation of the characters' comments. However, the authenticity of the actual interview approach was viewed as more important than perfection of the technical sound quality.

Each product lasts approximately ten minutes. There are 74 - 7.7 visual frames for each filmstrip. Although some reviewers suggested a more in-depth longer product, the overall time was kept short on purpose to prevent viewer fatigue and to accommodate the intended use of the products as stimulus material with adult education students.

The master tapes were produced with each tape including one side with silent advance cues synchronized to the visuals and one side with an audible advance cue synchronized to the visuals.

Talent releases were signed prior to each narrator's and student's active participation in the production. Signed release forms are on file at the grantee's office and the Indiana Department of Public Instruction. The form used is included in the Appendix.

C. Administrative Activities

1. Personnel

The project staff included one part-time administrator; one full-time project director; one part-time secretary; and one part-time bookkeeper.

Consultants to the project included the seven adult education students who are the characters in the Career Doors products; one audio visual technical consultant; one music consultant; two narrators; and one graphic artist. Brief job descriptions for all the above positions are included in the Appendix.

A project advisory council, comprised of five professional adult educators and/or career counselors and one Career Doors role model provided recommendations for the product content and format on an as needed basis. A list of the advisory council is in the Appendix.

2. Sponsoring Agency

The Fort Wayne Women's Bureau, Inc. was the grantee agency for Career Doors. With FWWB's six years experience in related career/educational programs, and its experience in providing counseling services to adults, Career Doors was a project that supported the overall organizational mission. The agency is a non-profit corporation specializing in counseling and training services related to adult women and men who seek assistance

with a range of personal and career related questions/ problems. The development of educational materials, including Career Doors, is one way the Bureau extends its services beyond the local community.

The administrative link between the project and Fort Wayne Women's Bureau was forged and maintained by the project administrator, who reports at monthly Board of Director meetings about special projects with which the agency is involved. The 11 member board also served as a preview site for the Career Doors: Re-Entry Women filmstrip tape.

As a small agency, the Fort Wayne Women's Bureau is able to monitor closely the development and progress of its special projects.

3. Financial Administration

The expenditure of project funds was supervised by the project administrator. The agency bookkeeper maintained the accounts with review and auditing functions performed by a Certified Public Accounting firm. Quarterly financial reports were prepared and submitted in January and April. A final financial report was submitted in August of 1981. The sponsoring agency requested the C.P.A. firm of Christen & Associates to conduct an overall agency audit in July of 1981, with

with special attention directed at Career Doors. No problems were detected as a result of the audit. A copy of the complete audit is available to funding sources upon request.

During the course of the project period, one major budget modification--to transfer money from one line item to another--was requested and approved. Another program modification--to produce 2 master filmstrips instead of 3 and to produce 4 master tapes instead of 6--was requested and approved. The latter was based on a low estimate of the filmstrip duration and material cost made when the proposal was originally submitted. Thus, budget considerations influenced the request to reduce the number of master copies produced.

4. Evaluation/Product Validation

Career Doors: Re-Entry Women was field tested at eight sites with approximately 75 persons, 47 of whom were adult education students and 28 were professional service deliverers. The field-testing was conducted to solicit a variety of reactions to the content and to the technical quality of the product. In this way, modifications could be made on the first slide series product before converting it to filmstrip. In addition, plans for the second filmstrip, which would follow the

same basic format, could be changed if needed.

A preview appraisal form was designed for written reactions and open ended comments from viewers. A copy is displayed in the appendix. After viewing the slides with a group, the project director asked for negative and positive comments. Suggestions for changes were then solicited. Among students, the type of comment that indicated identification with the characters was what we were hoping for. And, the majority of student viewers acknowledged a commonality of experience that was depicted in the filmstrip. A few more were inclined to over-identify with the difficulties of the characters than with the successes in making decisions about employment. However, in discussions conducted after the viewing, it was apparent that the part of the storyline that describes early failure experiences stimulated some painful memories for students with similar past events in their lives. A lot of discussion about obstacles (door slammers) was generated. For this reason, the followup exercises were designed to focus more intensely on support sources and goal-setting to reinforce the positive messages which the characters convey.

The presentation of role models was a major theme of Career Doors. From the majority of student viewers, we received positive comments about the content and

interest in wanting to know more about how the characters had obtained employment, etc. We considered such interest to be another validation of the product, i.e., it was not boring to them and short glimpses of a few role models may lead them to identify others in their lives who can offer personal support.

Professionals who previewed the product were much more enthusiastic, perhaps identifying more with the motivational message than students did. A.B.E. teachers love success stories and those (approximately 10) who critiqued the product were no exception. The few negative comments concerned the technical quality of the voice reproduction on tape, the middle-class appearance (dress) of the characters, and the traditional occupations represented in the employment descriptions. We attempted to improve the audio component several times, even to the point of considering actors and actresses from a local university to record the characters' statements. However, at last judgement, we decided to leave the characters' real voices as part of the presentation, sacrificing some quality for authenticity. Copies of the script are included in the Teacher's Guide.

The other comments were valid but such changes would have meant a fairly comprehensive re-photographing of the visual component. We did make several changes in visual

sequence and graphics.

The preview appraisal reactions were reviewed before the second product was completed. Overall, the comments were extremely positive. Thus, the same basic format in storyline was applied for Re-Entry Men.

III. RESULTS

The objectives were achieved as stated in the introduction to this report. Operationally, two master color filmstrips, each about 75 frames, four master audio cassettes, and one camera-ready Teacher's Guide (about 25 pages) were produced. This outcome differs from the originally anticipated one of producing three filmstrips and six tapes as explained in Section II. C.

The educational objective, which was to produce motivational instructional material, was achieved based on preliminary reactions of viewers at eight field test sites.

Although the products were developed for primary instructional use in classrooms, many suggestions for alternate uses which would support other adult education activities were offered by previewers. Other uses include program recruitment, program orientation, community public relations about A.B.E. (e.g., with service groups, churches, social agencies) and, legislative awareness about adult education's benefits. Several students also

suggested using Career Doors with younger students who may be potential dropouts to prevent younger viewers from following through on decisions to withdraw from education. This idea would probably have to be tested, but it does have some potential.

We previewed Career Doors: Re-Entry Women with various groups. Some were composed of all women and some were men and women. We anticipated that there would be some difference in identification reactions among the groups. We found otherwise. Male students were just as readily interested in the women's stories as were the female students. The men recalled personal accounts of their mothers, sisters, or aunts who shared some of the same experiences as the Career Door women. Based on that outcome we felt no need to recommend that Re-Entry Women should be reserved only for female students or Re-Entry Men for male students.

Based on the preliminary positive reactions to Career Doors, a proposal to duplicate the products and disseminate the use of career materials in adult education programs was submitted and approved in the spring of 1981. All of the Career Doors products will be distributed to adult education practitioners via a teacher training approach during the 1981-82 school year.

IV. Conclusions/Recommendations

The primary conclusion of the Career Doors project relates to the developmental design. Although the method chosen to derive the storyline of the audio visual products was what some may consider cumbersome, it produced results that are meaningful to other students. The philosophy of peer counseling and the adult education motto, "You Can," was reinforced in our efforts to use adult learners as the primary source of information about their needs, their obstacles to success, and their attainment of success on their terms. For others wishing to develop instructional material that is lively and authentic, we recommend the same method that we used--listening to students tell their stories and developing material that underscores the issues that they raise. The products resulting from this project probably could have been produced more quickly and more professionally in a technical sense, but certainly not more in tune with what the characters themselves offered to viewers in the motivational sense.

The specific how-to recommendations about product usage are contained in the Teacher's Guide which will accompany the audio visual products. The dissemination project will make the products available to Indiana adult

education programs at no cost. In addition, teachers may participate in training workshops which will demonstrate the use of Career Doors and related career counseling materials easily integrated into existing programs.

Although we were intrigued by the suggestions to use Career Doors products with a variety of other groups, we recommend (holding steadfast to the original educational objective) that the best use of Career Doors is with current students. The legislative intent of adult education, which is to assist students in becoming more employable, autonomous citizens, blends with the intent of the Career Doors message--"connect your educational activities to the rest of your life plans." Career Doors emphasizes the vocational/career aspect of life planning, asking the viewer to make his/her own decisions about the future.

The practical shortcomings of Career Doors coincide with the continual demands placed on the entire adult education system. If funding shortages increase, then practitioners and administrators will undoubtedly concentrate on provision of academic services. Although the need for career/vocational counseling will not decrease, available resources to provide the services will. Given the current situation, Career Doors is a tool which requires a minimal amount of a teacher's valuable time. It is a means of providing vocational counseling that

scratches the surface of life planning support services.

V. References

Division of Adult and Community Education, Indiana Department of Public Instruction, Adult Education State Plan 1980-82.

APPENDICES

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Appendix B - Guided Interview . . . . . p. 25

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Appendix A

JOB DESCRIPTIONS

A. Project Staff

1. TITLE: Project Administrator
   % TIME ON PROJECT: 25%
   QUALIFICATIONS: Executive position with sponsoring agency. Five years experience in restricted grant administration and related projects. Knowledge of and support of service delivery for undereducated adults.
   DUTIES: Administrative duties related to the development and implementation of the project. Responsible for personnel and fiscal management; reporting to FWWB Board of Directors and grantor; and assuring that project is in compliance with all applicable legal requirements. Participate in overall product development.

2. TITLE: Project Director
   % TIME ON PROJECT: 100%
   QUALIFICATIONS: B.A. degree from accredited college; effective verbal and written communication skills; experience in planning, administration and evaluation of grant projects; experience in designing and testing career guidance materials for undereducated adults; ability to coordinate development of audio visual products.
   DUTIES: Responsible for overall coordination of project activities; implementation of project timeline; development of project products; field testing of products; and preparation of written reports to grantor.

3. TITLE: Project Bookkeeper
   % TIME ON PROJECT: 25%
   QUALIFICATIONS: Experienced with accepted bookkeeping procedures; knowledgable about systems used by FWWB; experienced in general bookkeeping procedures such as payroll, entries in journal and ledger.
   DUTIES: Maintain all bookkeeping functions for the project including payroll.

4. TITLE: Project Secretary
   % TIME ON PROJECT: 25%
   QUALIFICATIONS: General secretarial skills; ability to type; coordinate incoming and outgoing communications.
   DUTIES: Provide necessary clerical services to the project; type correspondence, project products and reports; handle telephone communications; reproduction and preparation of printed material as needed.

JOB DESCRIPTIONS, cont.

B. Project Consultants

1. TITLE: Audio Visual Technical Consultant
Contractual agreement to deliver specific services and products.
QUALIFICATIONS: Five to ten years experience in product development, photography and sound recording.
DUTIES: Provide technical assistance with the audio visual development of the product; coordinate scheduling of actors, actresses, voices; arrange studio time and handle photographic and recording sessions; technically develop and produce audio visual products including editing, sound synchronization, duplication and graphics.

2. TITLE: Music Consultants
Contractual agreement to deliver specific services and products.
QUALIFICATIONS: Experience in and ability to compose instrumental music to accompany audio visual products.
DUTIES: To compose and record original music designed for the Career Doors products.

3. TITLE: Certified Public Accounting Firm
Payment for services delivered.
QUALIFICATIONS: Accounting firm retained by sponsoring agency.
DUTIES: Compilation of related statements of receipts and disbursements and fund balances on a quarterly basis for FWWB and project accounts; audit of project accounts upon project completion.

4. TITLE: Research Consultants/Role Models (7)
Incentive payment for participating in Career Doors project.
QUALIFICATIONS: Adult education participants who are currently or recently enrolled in an adult education program. Willingness and ability to discuss personal experience in working toward educational and career goals.
DUTIES: Attend two research audio taping sessions of two hours each to discuss obstacles and approaches in overcoming obstacles experienced in working toward individual educational and career goals; meet for photographic sessions as scheduled; be available to serve on Advisory Committee as needed.

JOB DESCRIPTIONS, cont.

5. TITLE: Narrators (2)
Contractual agreement to deliver specific services.
QUALIFICATIONS: Experience in public speaking or in amateur theatre performances.
DUTIES: Rehearse and deliver prepared script at audio taping session.

6. TITLE: Graphic Artist (1)
Contractual agreement to deliver specific service.
QUALIFICATIONS: Experience in layout, design and original art development.
DUTIES: Layout and design of Teacher's Guide; original graphics for audio visual product as needed.

7. TITLE: Advisory Committee (6)
Serve project on volunteer basis.
QUALIFICATIONS: Knowledge of adult education students and career education goals.
DUTIES: Attend critiquing sessions, in order to provide objective balance during the development of the project products. Reactions will be solicited from these committee members to the products' content, clarity, design, appeal, and approach.

Appendix B

CAREER DOORS

GUIDED DISCUSSION:
Used at audio taping session
with role models

QUESTIONS

IN GENERAL: We will focus on your personal experience in making decisions about education and employment. What were the obstacles you confronted? Where did you find support?

SPECIFICALLY:

1. Tell us a little about who you are: a) First name; b) age; c) family; d) if employed, kind of employment; e) some of your special interests.

2. Thinking back to when you were in high school, what kinds of forces led you to withdraw from education? Job? Family? Friends? Other?

3. What did you do after you left school?

4. Were you able to find a job? The kind of job you wanted?

5. How long has it been since you left school?

6. During the time when you were away from formal education, what were some of the factors that led you to decide to not complete a GED/high school diploma?

7. If you have since decided to return to obtain a GED or a diploma, what were some of the factors that influenced your decision? Try to think of both negative and positive kinds of influences.

Negatives	Positives
a. Were there persons who discouraged you from going back to school? Who?	a. Were there persons who encouraged you to go back to school? Who?
b. What were some of the "KILLER STATEMENTS" you may have heard from others?	b. What were some of the supportive statements you may have heard from others?

cont.

Negatives	Positives
c. Did you know or know of someone who tried going back to school and was having a hard time with it?	c. Did you know or know of someone who tried to go back and enjoyed it?
d. Did you try to get a job only to be informed that they wanted someone with at least a high school education?	d. Did you have a specific job or career in mind when you decided to go back? If so, what?
e. Did memories of your past educational experiences make you feel hesitant/frightened to return?	e. What information did you have about adult education before you returned?

8. What was it like to return to school after being away from it for awhile? What subjects did you study? Which ones did you enjoy? What ones were difficult for you? What ones were easy? Which subjects were most helpful for you? Did any relate to your job/career interests?

9. In your opinion, what is the connection between adult education and setting your goals for employment?

10. What kinds of "doors" did education open for you? In other words, what kinds of benefits did you realize from adult education including but not limited to employment?

11. Are you doing today what you thought you'd be doing 3 years ago? 2 years ago, 1 year ago? If not, try to explain how your plans have changed?

12. Who are the important people in your life who give you support when you have a difficult decision to make about employment? Are you looking for employment now?

13. What are your future plans for employment? Do you want to change jobs, learn more about the job you are doing, or obtain additional education?

14. If you had your job search to do over again, is there anything you would do differently? If so, what?

15. What advice would you offer to someone enrolled in adult education classes right now if that person was wondering what education had to do with the rest of his/her life, particularly employment?

16. Is there anything else you would like to say about adult education and its role in your life?

Appendix C

CAREER DOORS ADVISORY COUNCIL

Meg Eastes
4110 Brockton Lane
Fort Wayne, IN 46815
(219) 486-2181 (H)

Pam Anderson, Career Counselor
Fort Wayne Area CETA Consortium
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Fort Wayne, IN 46805
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Irene Miguel
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Carol Hess
Fort Wayne Area CETA Consortium
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Fort Wayne, IN 46802
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Ken Surber
Four County Area Vocational Cooperative
119 N. Main St., P.O. Box 310
Avilla, IN 46710
(219) 897-3527

Appendix D

TALENT RELEASE

NAME: _____

ADDRESS: _____

DATE: _____

I understand that the Career Doors filmstrip and audio tape in which I am participating is being produced by Fort Wayne Women's Bureau, Inc. for the Indiana Department of Public Instruction, Division of Adult and Community Education. I hereby acknowledge that my participation may be edited and used in whole or in part as desired, which insofar as I am concerned may be produced, duplicated, distributed and used for education purposes including non-theatrical audivisual presentations in schools, public institutions and other locations where admission charge is not specifically made, and for general education and public information purposes world-wide without restriction. I also consent to the use of my likeness and voice for information purposes in connection with the film.

_____
SIGNATURE

This form signed by: 1) Characters in Re-Entry Women and Re-Entry Men;
2) Narrators

Signed copies are on file at FWWB, Inc. and Indiana Department of Public Instruction, Division of Adult and Community Education

Appendix E

Career Doors consultant contract used with Audio Visual Technical Consultant, Music Consultant, Narrators and Graphic Artist

AGREEMENT

THIS AGREEMENT made and entered into this _____ day(s) of _____, 19 by and between FORT WAYNE WOMEN'S BUREAU, INC., hereinafter referred to as "Women's Bureau" and _____, hereinafter referred to as "Independent Contractor", WITNESSETH THAT:

WHEREAS, Women's Bureau desires to have certain services performed for it, including consultant services and facilitating services; and

WHEREAS, Independent Contractor wishes to perform such services for the Women's Bureau under the terms and conditions set forth in this agreement;

NOW, THEREFORE, IN CONSIDERATION of the above mutual promises and agreements, the Women's Bureau and Independent Contractor agree to the following terms:

A. The services to be performed by Independent Contractor, includes, but is not limited to, the following:

B. The parties to this agreement do hereby agree that Independent Contractor is a skilled individual and that the relationship created by this agreement is that of employer-independent contractor. Independent Contractor is not an employee of Women's Bureau and is not entitled to the benefits provided by the Women's Bureau to its employees, including, but not limited to, group insurance and/or pension plans.

C. Women's Bureau may, during the time of this contract, engage other independent contractors to perform the same or similar work that Independent Contractor performs hereunder.

D. Women's Bureau will pay Independent Contractor the total sum of _____ Dollars ($), for the services to be performed under this agreement, according to the following schedule:

E. It is expressly understood that Independent Contractor is not the employee of the Women's Bureau, as the term is generally defined; and that Women's Bureau is not obligated to deduct from Independent Contractor's remuneration under this agreement, any employment taxes which may be assessed by taxing authorities nor is the Women's Bureau obligated to make any deposits to OASDI, Unemployment Compensation and/or Workmen's Compensation.

F. In the performance of the service herein contemplated, Independent Contractor has the authority to control and direct the performance of the details of the work, Women's Bureau being interested only in the results obtained. However, the services and work contemplated herein must meet the approval of Women's Bureau and shall be subject to the Women's Bureau general right of supervision secure the satisfactory completion thereof.

G. Independent Contractor shall indemnify and hold harmless the Women's Bureau against any and all liability or loss and against all claims or actions in contract and/or in tort based upon, arising out of, caused by or sustained in connection with the performance of this contract.

H. Either party hereto may cancel this agreement upon _____ ( ) days written notice; otherwise said agreement shall remain in force until _____. In the event that this agreement is terminated, Independent Contractor shall be entitled only to that portion of compensation

attributable to services which actually have been performed.

I. The terms, conditions and covenants of this agreement cannot be modified and/or extended except by the express written agreement of the Women's Bureau and Independent Contractor.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands the day and year first above written.

FORT WAYNE WOMEN'S BUREAU, INC.

By _____

_____
Independent Contractor

_____
Address

_____
S.S. #

_____
Phone Number

PROMOTIONAL ABSTRACT USED DURING PRODUCT DEVELOPMENT

PROJECT TITLE: CAREER DOORS

PURPOSE: The purpose of this project is to produce filmstrips which will motivate adult education learners to make their own connection(s) between adult basic education and employment objectives.

THEME: With the current emphasis on pre-vocational and vocational/career objectives, Career Doors will present the experiences of persons who are or have been enrolled in adult education programs. The "role models" discuss the role of education in their employment search - e.g. what closes career doors and what opens career doors from their perspective.

AUDIENCE: Adult education students in Indiana.

PRODUCT: Two (2) five-to-seven minute filmstrips with accompanying cassette tapes.
1 - focuses on re-entry adult women
1 - focuses on re-entry adult men
A printed teacher's guide will also be produced.

INTENDED USE: Career Doors is being developed for either individual students or small groups of students to use. As an A/V product, it can be used on a Dukane synchronized filmstrip/sound projector or may be used on an independent filmstrip projector with an audible advance cue on the cassette tape.

VALIDATION: Career Doors will be evaluated by adult education students currently enrolled at 2-3 programs in Indiana. It will be evaluated while in slide form to allow for modifications before converting to filmstrip.

FUNDED BY: Indiana Department of Public Instruction,
Division of Adult & Community Education, Special 310 Project

SPONSOR: Fort Wayne Women's Bureau, Inc.
203 W. Wayne Street, Suite 315
Fort Wayne, Indiana 46802

CONTACT: Monica Pugh
(219) 424-7977

PRODUCT: _____ DATE: _____

CAREER DOORS
PREVIEW APPRAISAL

Please let us know your opinion about the following aspects of the audio visual product(s). The purpose of the Career Doors project is to produce materials which are motivational, not to convey information. The intended audience is adult education students. The topic is the connection between education and employment.

1. Do you think that the stated purposes are being accomplished?

2. Are there other purposes which might be served by this product?

3. Is the content appropriate for the intended audience?
   Narration:

   Visuals:

4. Is the pacing of the narration and vocabulary appropriate?

5. Has any important information been left out?

6. Should any of the slides be replaced? Which ones?

7. Should any of the narration be changed? How?

8. Is the product technically acceptable?

9. What is your overall rating of the product in terms of the purposes to serve adult education students?

☐ POOR ☐ FAIR ☐ GOOD ☐ EXCELLENT